

CHAPTER I

INTRODUCTION

This chapter presents the topics such as research background, research problems, research objectives, scope and limitation, research significances and definition of key terms. Each part is presented as follows.

1.1 Research Background

English is an international language that is used by many people who come from different countries. It becomes a way to communicate with others in the world. English has an important role for junior high school students' future career, and Lott (in Sugiarto, 2017) states: "teaching is a deal between teacher and students which explained as the relation between two parties that have obligation and agreement between them that the students expect the best performance from teacher as his/her obligation and students may follow their agreement toward the teacher in the class".

It Means that the aim of teaching English is to encourage students in communicating each other by using the structure and vocabulary that they have learned. Every level of education in Indonesia has different way in teaching English. Brown as stated in Nursanti (2014) states that teaching as, "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand". That statement gives an understanding about teaching process is related to learning process.

The purpose of teaching English to junior high school is to enhance the nation's competitiveness in global society. That is why English becomes important thing that can affect students to get high quality in education. Moreover,

students should be understood about four skills that is writing, reading, speaking and listening thus, teaching English to junior high school get a good result in every skill.

Fauziati (as cited in Desy, 2009) states that technique for teaching English is the ways of presenting the language to the students and teaching technique is needed to achieve the teaching learning purposes because teaching will be successful when the teacher implements the appropriate technique in the class.

Cooperative learning is one of the techniques to teach students in working group. Cooperative learning has several types, one of them is Think Pair Share technique. Kusuma and Aisyah (as cited in Aditya, 2012) say that the implementation of think pair share is started from thinking. Based on the statement, every student solves their problems that are different from each other. First, thinking stage consist of the students' diligently work or to be active and look for solution. Second, pairing stages consist of the student who is diligent to discuss, be active and try to solve their problems. In this case, discussion can motivate the students to actively convey their opinion and work together. After the students discuss their problem with their pair, the students should move to other groups and share their results. The last, sharing stage consist of the students have to speak up and explain their opinions or ideas with their responsibility and maintain their opinions. So, it makes situation in classroom more active.

There are several reasons why Think Pair Share technique is important. First, Students need many opportunities to talk in a linguistically rich environment. Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk. Second, the think

pair share technique increases personal communications that is necessary for students to internally process. Third, in sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority.

Additional benefits of using the Think Pair Share technique includes the positive changes in students' self-esteem that occur when they listen to one another and respect others' ideas. Students have the opportunity to learn higher-level thinking skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class. In addition, the "pair" step of the technique ensures that no student is left out of the discussion. Even a student who is uncomfortable discussing his or her ideas with the whole class still has an audience in this step. Finally, while the technique may appear to be time-consuming, it makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before plunging into whole-class conversations.

There are two previous researchers focusing on think pair share technique. The first researcher is Aditiah (2017) with her thesis entitled “The Implementation of Think, Pair, Share Technique to Improve Student Writing Ability at SMP Muhammadiyah 8 Batu”, her result of think pair share in teaching writing that might show a good result, this teaching has succeeded in improve students’ writing ability of second grade students of SMP Muhammadiyah 8 Batu.

The second researcher is Sugiarto (2013) with his thesis entitled “The Implementation of Think Pair Share Technique to Improve the Eight Grade Studen’s Ability in Reading Narrative Text in SMP Negeri 4 Ampelgading satu

atap”. The teaching learning process will be more attractive and develop their knowledges rapidly. It can be seen from his conclusion that says “the number of students who passed the minimum criteria of mastery learning improved compared in cycle I, the percentage was 82 % of the total number of students. Moreover, their average score had improved from 74 in cycle I to 80 in cycle II. It means that the teaching model implemented by the researcher was successful”

As a result, the researcher does not only focus on the implementation of Think Pair Share (TPS) technique. Therefore, the researcher would like to do investigation merely on Think Pair Share (TPS) study. Hence, the researcher tries to investigate more about the implementation of using TPS technique to improve teaching English at SMPN 5 Malang.

1.2 Research Problems

Based on the research background above, there are two problems that are formulated as follow:

1. How is the Think Pair Share (TPS) technique implemented by teacher in teaching English at second grade of SMP Negeri 5 Malang?
2. What are the teacher’s reasons for using Think Pair Share (TPS) technique in teaching English at second grade of SMP Negeri 5 Malang?

1.3 Research Objectives

The purpose of this study is related to the research problem that is:

1. To know the implementation of Think Pair Share (TPS) technique used by teacher in teaching English.

2. To describe the teacher's reasons of using Think Pair Share (TPS) technique in teaching English.

1.4 Scope and Limitation

There are many techniques in teaching English, one of the techniques is think-pair-share (TPS). The researcher limits only think-pair-share technique at the second grade of SMPN 5 Malang.

1.5 Research Significances

In this study, the researcher tries to contribute in both theoretical and practical significances. Theoretically, the results of the study contribute to academic field that can identify the teaching technique which is appropriate in teaching English.

Practically, this study could be useful for teachers and other researcher, when they learn about teaching English. Moreover, this study will help to find the way to solve some problems and this study to identify the problems that are faced by the English teacher in teaching English using Think Pair Share (TPS) technique. In the other hand, this study can be useful as a reference for students who conduct the similar research.

1.6 Definition of Key Terms

To avoid misunderstanding, the key terms are used in this study which are defined below:

- Technique means control, the technique in this research is the way of the teacher manages the classroom activities or a particular way to teach. A technique is a particular way applied in order to finish the job efficiently, Friedland as stated in Nursanti (2014).

- A teaching technique is a trick that the teacher should master in order to get the job done in classroom. It is a special way used by teacher in order to deliver his/her lesson with a better result, Christ H as stated in Herlina (2007).
- Think Pair Share is a cooperative learning technique in which the teacher gives the students a question or topic. Then students think about it for a few moments and discuss with their pair. Then “each pair shares their insights with the rest of the class, Kagan as stated in Aditiyah (2017).

